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AUTHOR Dravland, Vern
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ABSTRACT

The strengths and weaknesses of student teachers participating in field based practicums at the University of Lethbridge from 1972 through 1979 were studied to determine the effects of increasing the time spent in the field experience programs. The practicum component of the undergraduate teacher education program was gradually increased from eight weeks in 1972 to twelve weeks in 1974, and to seventeen weeks in 1976. The study attempted to determine the: (1) student teachers' strongest and weakest attributes; (2) differences in the strengths and weaknesses; and (3) gender-related differences in the attributes. The data were collected by faculty supervisors in cooperation with the supervising teachers, using a 39-item list of attributes in four categories: preparation, performance, professional attributes, and personal attributes. Some conclusions drawn from the results are: (1) "Planning ability" was cited as a strength and "skill in questioning" as a weakness for both sexes in all three samples; (2) Males had a significant trend of strength improvement in academic background and in English usage over the eight years, while females showed a significant decrease in weakness in classroom management; and (3) Males and females were quite balanced in regard to numbers of strengths and weaknesses, but differed in the types of attributes identified. Tables and charts provide supporting data. (FG)

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THE EFFECTS OF CHANGES IN FIELD EXPERIENCES
ON THE STRENGTHS AND WEAKNESSES
OF STUDENT TEACHERS

Vern Dravland
April, 1981

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Paper presented at The American Educational Research Association
annual meeting, Los Angeles, California, April 13-17, 1981

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ABSTRACT

The Faculty of Education has collected data on all education students since 1972 for a longitudinal project known as QAULTEP (Qualitative Analysis of The University of Lethbridge Teacher Education Program). The data collected between 1972 and 1979 was divided into three samples for administrative and comparative purposes, and to make replications of studies possible. The main difference among the samples was in the length of the practicum. Students in Sample 1 had a total of eight weeks practicum; those in Sample 2 had 12 weeks; and Sample 3 students had 17 weeks of field experiences.

This study examined 39 attributes on which student teachers are evaluated. Only 14 of these were identified as specific strengths or weaknesses for more than 4% of the males or females in any of the samples. Only a few attributes appeared to be affected by increasing the length of the practicum.

ACKNOWLEDGEMENTS

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THE EFFECTS OF CHANGES IN FIELD EXPERIENCES ON THE STRENGTHS AND WEAKNESSES OF STUDENT TEACHERS

INTRODUCTION

The University of Lethbridge teacher education program is a four year B.Ed. program in which students spend their first two years in the Faculty of Arts and Science. The trend over the past several years has been to gradually increase the length of the field-based practicum component of the program from a total of eight weeks in two practica beginning in 1972, to approximately 12 weeks in two practica beginning in 1974, to 17 weeks in three practicum experiences beginning in 1976. The first of these three practica is "Orientation to Teaching" and occurs during one of the first four semesters in the Faculty of Arts and Science. Students not entering the Faculty of Education receive credit for this course in Arts and Science.

The Faculty of Education has collected data on all education¹ students since 1972 for a longitudinal project known as QAULTEP. The data collected between 1972 and 1979 was divided into three samples for administrative and comparative purposes, and to make replications of studies possible. Sample 1 consists of students

¹
QAULTEP is an acronym for Qualitative Analysis of The University of Lethbridge Teacher Education Program.

who completed their student teaching practicum between 1972 and 1974. These students had a total of eight weeks practicum experience. Sample 2 consists of students who completed student teaching between 1974 and 1975 and who had approximately 12 weeks of practicum experience in two practica. The students in Sample 3 had three practicum courses for a total of 17 weeks in the schools. They completed their student teaching (the third practicum) between 1976 and 1979.

It would seem reasonable to expect that the increased length of time spent in the schools should result in fewer, or at least more "sophisticated" weaknesses being identified for student teachers at the end of their final practicum experience. Similarly, one might expect that the "strong points" of the student teachers' performance might increase with the increased experience. The strengths and weaknesses of student teachers had been identified on the final evaluation form for students in all samples of the QAULTEP project. Therefore the data was readily available for conducting a study to examine some of the effects of the increased time spent in schools.

PURPOSE AND OBJECTIVES

The major purpose of this study was to examine the effects of the increased length of time spent in schools, on the

perceived strengths and weaknesses of student teachers. Specific objectives were to:

1. determine in which attributes of student teaching, student teachers' performance appeared to be the strongest, and which aspects seemed generally to need the most improvement,
2. determine whether there were differences in the number and types of strengths and weaknesses identified for students in each of Samples 1, 2, 3, and
3. determine whether changes in perceived strengths and weaknesses were related to the sex of the students.

METHOD

The data for this study had been collected over an eight-year period and was available in the QAULTEP data bank. The form used for the evaluation of the student teachers, from which the data for this study was taken, consists of 39 items in four categories (see Appendix A). Those categories are: preparation, performance, professional attributes and personal attributes. In addition the supervisor was asked to list the major strength and the major weakness of each of the student teachers. The strengths and weaknesses identified were coded according to the 39 items on the form.

Sample

The total number of students for whom data was available was

607: 252 of these were in Sample 1, 180 in Sample 2, and 175 in Sample 3. Female students outnumbered males only slightly in the total group (56% were females; 44% were males), but in the third sample the ratio of females to males was almost 2 to 1. The breakdown of the Sample by years and by sex is shown in Table 1.

Table 1: Description of Sample by Sex and Group and Time of Data Collection: Frequencies and Percentages

Sex		Sample			
		1 (1972-74)	2 (1974-75)	3 (1976-79)	
Female	n	137	87	115	339
	%	54.4	48.3	65.7	25.8
Male	n	115	93	60	268
	%	45.6	51.7	34.3	44.2
Total	n	252	180	175	607
	%	41.5	29.6	28.9	

Analysis

This study is basically descriptive in nature with the findings generally reported as percentages. The Kendal tau is used to examine trends in the data. Comparisons by sex and between and among the three samples have been made and are illustrated by graphs and tables.

Limitations

Student teachers were evaluated by their faculty supervisors in cooperation with their supervising teachers. It is of course possible that as the amount of practicum experience increased, so too did the expectations of the supervisors. It is also very likely that individual supervisors had different personal criteria for evaluating the students' strengths and weaknesses, although meetings were held every semester to instruct supervisors on the criteria for assigning ratings. A changed social climate, academic content, and so on may also have affected the evaluations. For these reasons and others the reliability and validity of the supervisors' evaluations and their assessments of the student teachers' strengths and weaknesses might be questioned.

Table 2: Student Teacher Attributes Identified as Strengths by Sample and Sex

Strengths	Sex	% of Sample(a)		
		1	2	3
Academic Background	F	2.2	3.4	7.8
	M	4.3	12.9	15.0
Planning Ability	F	14.6	13.8	19.1
	M	10.4	7.5	18.3
Enthusiasm and Vitality	F	5.1	5.7	9.6
	M	3.5	5.4	8.3
Empathy for Pupils	F	6.6	9.2	7.8
	M	4.3	15.1	10.0
Consistency of Preparation	F	13.1	4.6	11.3
	M	12.2	3.2	6.7
Working with Small Groups	F	8.0	11.5	8.7
	M	5.2	10.8	1.7
Classroom Manner	F	.7	5.7	3.5
	M	3.5	4.3	10.0

a) Note: Sample 1 N = 137 (F); 115 (M)
 Sample 2 N = 87 (F); 93 (M)
 Sample 3 N = 115 (F); 60 (M)

Table 3: Student Teacher Attributes Identified as Weaknesses by Sample and Sex

Weaknesses	Sex	% of Sample(a)		
		1	2	3
Academic Background	F	0	4.6	6.1
	M	3.5	4.3	1.7
Planning Ability	F	1.5	7.5	1.7
	M	3.5	11.8	5.0
Enthusiasm and Vitality	F	1.5	4.6	12.2
	M	5.2	6.5	11.7
Empathy for Pupils	F	0	1.1	0
	M	.87	4.3	1.7
Skill in Questioning	F	17.5	24.1	16.5
	M	8.7	12.9	18.3
English Usage	F	2.9	3.4	.87
	M	13.9	7.5	6.7
Classroom Management	F	8.0	3.4	.9
	M	7.0	4.3	0
Classroom Control	F	5.1	6.9	7.0
	M	1.7	6.5	1.7
Variety in Approach to Presentation	F	1.5	5.7	2.6
	M	.9	10.8	5.0
Voice Quality	F	7.3	8.0	9.6
	M	6.1	1.1	6.7
Pacing of Lesson	F	3.6	4.6	8.7
	M	1.7	0	3.3

a) Note: Sample 1 N = 137 (F); 115 (M)
 Sample 2 N = 87 (F); 93 (M)
 Sample 3 N = 115 (F); 60 (M)

FINDINGS

The first step in analyzing the data was to simply count the number of times each of the 39 attributes was identified as a strength or weakness. From that list, those items which had been identified as a strength or weakness for 10 or more people in any one Sample, were selected for further analysis. That procedure resulted in 14 attributes being examined in depth. The 14 items occurred in only three categories (none of the items under "professional attributes" had a frequency of 10 or more) and are listed below. The "S" or "W" indicates whether the trait was selected on the basis of strengths or weaknesses.

Preparation

Academic Background	(S,W)
Planning ability	(S,W)
Consistency of preparation	(S)

Performance

Classroom management	(W)
Classroom control	(W)
Pacing of lesson	(W)
Skill in questioning	(W)
Variety of approaches to presentation	(W)
Working with individuals and small groups	(S)

Personal Attributes

Classroom manner	(S)
English usage	(W)
Empathy for pupils	(S,W)
Enthusiasm and vitality	(S,W)
Voice quality	(W)

For the remainder of the analysis, comparisons were made between each of the samples for males and females separately. The results of this analysis are shown in bar-graph form in Figures 1 to 18 (Appendix B). One would have expected 28 figures to have resulted from the analysis of the 14 items. However, if a particular trait was not identified as a strength or a weakness for at least 4% of either the males or the females in any of the samples it was not included.

General Findings

The list of attributes identified as strengths or weaknesses by Sample and by sex is shown in Tables 2 and 3. The evaluators identified both strengths and weaknesses in student teachers for only four of the 15 different traits listed. These were 'academic background', 'planning ability', 'enthusiasm and vitality', and 'empathy for pupils'. Two of these are in the area of preparation; two are personal attributes.

Overall, the trait that appears to have been most frequently identified as the students' strength was 'planning ability'. It was identified as a strength for a larger proportion of females than males. 'Skill in questioning' would appear to have been the students' greatest weakness; again it was identified as a weakness for a larger percentage of females than males (except in the last sample). Between one-sixth and one-quarter of the

female student teachers between 1972 and 1979 seem to have had problems with 'questioning skill's. From 9% to 18% of the males had a weakness in this area. Skill in questioning was never identified as a student's strength.

Differences Between Samples

Preparation Variables - Each sample of student teachers has had a successively higher percentage of students with 'academic background' identified as a strength, both for females and for males. For females this percentage has increased from about 2% of Sample 1 to almost 8% of Sample 2 (see Figure 1). For males there has been an increase from 4% of Sample 1 to 15% of Sample 3. 'Academic background' was not as frequently identified as a weakness, but appears to have been cited more often in the later sample for females, and less often for males (see Figure 2 Appendix B).

'Planning ability' appears to have changed little between Samples 1 and 2, in terms of its being identified as a strength, but there was marked increase for Sample 3, for both females and for males (see Figure 3). As a weakness, 'planning ability' increased for Sample 2 but dropped substantially in Sample 3 for females and males (see Figure 4).

The only other preparation variable to have been identified was 'consistency of preparation'. It was identified as a

was 'consistency of preparation'. It was identified as a strength for a fairly large proportion of Sample 1, but dropped in Sample 2, and rose again for Sample 3 for females and males (see Figure 5).

Personal Attributes - 'Classroom manner' was identified as a strength of student teachers (see Figure 6) but appears to have been different for females and males. More males appear to be exhibiting this attribute in a positive manner, whereas for females it decreased for the later sample. 'English usage', which was still more frequently cited as a weakness for males, appears to be decreasing as a problem area (see Figure 7). 'Voice quality', on the other hand, appears to be increasing as a weakness. For females (see Figure 8) the number of students with weaknesses increased only slightly in the later sample, but it still was identified as a weakness for almost 10% of the group. After a drop in Sample 2, it also increased in Sample 3 for males.

'Enthusiasm and vitality' seems to be on the increase in terms of visibility, having been cited more frequently in the later sample, both as a strength and as a weakness for females and males (see Figures 9 & 10). On the other hand, 'empathy for pupils' peaked in Sample 2 and was less frequently cited in the later sample (see Figures 11 and 12). It was also identified more frequently as a strength than as a weakness.

Performance Variables - With only one exception, all of the performance variables identified, were identified as weaknesses. 'Skill in questioning' was obviously a major weakness for all samples, although the pattern was different for each (see Figure 13). The "weakness" seems to have peaked in Sample 2 for females and is now on the decline, but for males it appears to have become more obvious as a skill requiring improvement. 'Pacing of the lesson' seems also to be on the increase as a weakness of student teachers (see Figure 14), especially for females.

'Classrom management' and 'classroom control', while they are defined differently, would seem to be closely related traits. However, they do appear to have been evaluated differently.

'Classroom management' as a weakness (see Figure 15) has all but disappeared in Sample 3 from a high of almost 10% in Sample 1. 'Classroom control', however, was still frequently identified as a weakness for Sample 3, at least for females (see Figure 16).

'Variety in approach to presentation' seems to have peaked in Sample 2 as a skill needing improvement (see Figure 17) and has dropped in Sample 3, for both males and females. The only other trait identified was 'working with individuals and small groups', and this appeared as a strength of student teachers (see Figure 18). This trait appears not to be as strong for Sample 3 students as for Sample 2, although the difference was not as apparent for females as for males.

In order to examine the significance of changes between Samples 1, 2, and 3, each of the 14 attributes that had been used in the previous analysis, was recoded into a single "strength and weakness" variable. The result of the recoding was a set of 14 variables corresponding to each of the 14 attributes. Each of these new variables had three values; a "+1" indicated that that attribute had been identified as a strength; a "-1" indicated that it had been identified as a weakness. A "0" indicated that neither a strength or weakness had been stated. The new variable and "sample" was then applied to Kendal tau to test for trends in the data. The analysis was done separately for males and females and the results are displayed in Table 4.

Males had a significant increase in difficulty with 'skill in questioning' and 'variety in approach to presentation'. Males had a significant reduction in weakness in 'English usage' and 'academic background'. Females experienced a significant decrease in difficulty with 'classroom management' and an increasing weakness in 'pacing of lesson'.

Table 4: Relationship Between Sample and Perceived Strength or Weakness of Student Teacher by Sex. Kendall Tau

	Females*		Males	
	Kendall tau	Sig.	Kendall tau	Sig.
<u>Preparation Attributes</u>				
Academic Background	0.0032	.475	0.1340**	.010
Planning Ability	0.0367	.235	0.0014	.490
Consistency of Preparation	-0.0431	.200	-0.0525	.180
<u>Performance Attributes</u>				
Classroom Management	0.1026**	.022	0.0621	.141
Classroom Control	-0.0184	.360	-0.0440	.222
Pacing of Lesson	-0.0871**	.045	-0.0222	.351
Skill in Questioning	0.0050	.461	-0.1058**	.034
Variety of Approaches to Presentation	-0.0712	.082	-0.1442**	.006
Working with Individuals and Small Groups	0.0113	.413	-0.0018	.488
<u>Personal Attributes</u>				
Classroom Manner	-0.0084	.435	0.0470	.208
English Usage	0.0519	.156	0.1002**	.042
Empathy for Pupils	0.0188	.357	0.0738	.099
Enthusiasm and Vitality	-0.0691	.086	-0.0123	.415
Voice Quality	-0.0330	.260	0.0641	.134

*n=339 for females, n=268 for males

**significant beyond .05 level

CONCLUSIONS

Caution should be used in using the results from this study. Refer to the section on "Limitations" for a discussion of concerns.

The discussion in this section will be organized by objectives. Only those cases will be mentioned for which 10% of males or females in a sample has been cited on a particular strength or weakness.

Objective 1:

To determine in which attributes of student teaching student teachers' performance appeared to be the strongest, and which aspects seemed generally to need the most improvement.

Strongest Attributes. 'Planning ability' was cited most frequently for both sexes in all three samples. 'Consistency of preparation' as a strength was a frequently cited attribute in samples 1 and 3. 'Working with individuals and small groups' was cited as an important strength only in Sample 2. 'Academic background' was frequently cited as a strength for males.

Attributes in Need of Improvement. 'Skill in questioning' was cited most frequently as an attribute in need of improvement

for both sexes across all samples. There were no other major weaknesses cited for females. However, males in Sample 2 were cited as needing improvement in 'planning ability' and in 'variety in approach to presentation'.

Objective 2:

To determine whether there were differences in the number and types of strengths and weaknesses identified for students in each of Samples 1, 2, and 3.

Since strengths and weaknesses for this section were coded as different levels of the same variable, an increasing strength or a decreasing weakness could be cited as a positive trend.

Increasing Strength of an Attribute. 'Academic background' as a strength for males showed a significant trend, ranging from less than 5% in Sample 1 to 15% in Sample 3. Females showed a significant trend of decreasing weakness on 'classroom management', ranging from 8% in Sample 1 to 0.9% in Sample 3. Males had a significant trend of improvement in 'English usage', ranging from 13.9% in Sample 1 to 6.7% in Sample 3.

Increasing Weakness of an Attribute. For males there was a significant trend of increasing weakness in 'skill in questioning' and 'variety in approach to presentation'. 'Skill in questioning' as a weakness ranged from 8.7% in Sample 2 to

18.3% in Sample 3. 'Variety in approach to presentation' as a weakness reached a high point in Sample 2. It was cited 0.9% in Sample 1, 10.8% in Sample 2 and 5% in Sample 3.

Objective 3:

To determine whether changes in perceived strengths and weaknesses were related to the sex of the students.

The important difference between males and females as indicated by this study can best be expressed by a chart. There are two sections to this chart. The first part looks at gross strength or weakness without regard to trend over time. The second section includes all those attributes for which a significant trend was indicated over Samples 1 to 3. Males and females tend to be quite balanced with regard to the numbers of strengths and weaknesses, but differences do exist in the types of strengths and weaknesses identified.

Strength and Weakness Cited 15%
or more times in Sample 3

<u>Strength or Weakness</u>	Strengths		Weakness	
	Male	Female	Male	Female
Academic Background	X			
Planning Ability	X	X		
Skill in Questionning			X	X
<u>Significant Trends</u>				
Academic Background	X			
Classroom Management		X		
English Usage	X			
Skill in Questionning			X	
Variety in Approach to Presentation			X	
Pacing of Lesson				X

CONCLUDING STATEMENT

Since the major difference between Sample 1, 2 and 3 is the length of the practicum, it was hoped this study would shed some light on the value of extending the length of time students spend in the schools. The reader should keep in mind the cautions expressed in the section on limitations. Only those attributes showing a significant trend over the three samples should be

considered as indicators of value of the extended practicum. (see Chart on previous page). Three attributes show increased strength, two attributes indicate increased weakness. Of those showing a trend of increased strength, 'academic background' and 'english usage' cannot be indicators of value in the practicum. 'academic background' is achieved in the Faculty of Arts and Science and 'English usage' was very likely influenced by an English Proficiency screening process begun in Sample 2. 'Classroom management' showed a trend of increasing strength for females. This attribute could have been influenced by more time in the schools.

'Skill in questionning', beside being cited frequently as a weakness among females for all samples, showed a significant trend of increasing weakness for males. 'Variety in approach to presentation' also showed a trend of increasing weakness in males. 'Pacing of Lesson' showed a significant trend of increased weakness for females.

The evidence appears to go against the extended practicum; however, caution must be used and further research will be done to examine the extended practicum before a final recommendation is made.

None of the professional attributes were cited for more than 6.6% of any sample as either a strength or a weakness, which

could indicate that the supervisors of the student teachers are not stressing this dimension.

FURTHER RESEARCH

Among the studies now being conducted or planned is an examination of the differences between academic subject areas and strength and weakness of the student teacher. Another project is investigating the relationship between the frequency of these attributes and teaching level of the student teachers, i.e. elementary or secondary.

APPENDIX A

STUDENT TEACHER EVALUATION ATTRIBUTES

Preparation

- Academic background
- Planning ability
- Suitability of lesson materials and media
- Consistency of preparation

Performance

- Effectiveness of methods
- Motivation of pupils
- Leading discussion
- Skill in questioning
- Handling pupil responses
- Presenting information
- Working with individuals and small groups
- Variety in approach to presentation
- Pacing of lesson
- Creativity (originality)
- Adaptability
- Closure (culminating, summarizing and concluding activities)
- Skill in evaluating pupil learning
- Attention to individual differences
- Classroom management
- Classroom control
- Handling routines
- Giving directions
- Suitability of physical arrangement of classroom

Professional attributes

- Dependability and punctuality
- Maturity and judgement
- Justifiable self-confidence
- Self-evaluation
- Response to criticism (receives and implements suggestions)
- Respect and admiration from pupils
- Interpersonal relations with school personnel

Personal attributes

- Personal appearance
- Classroom manner (poise, self-control)
- Enthusiasm and vitality
- Empathy for pupils
- Sense of humor
- Voice quality
- English usage (grammar, spelling, colloquialisms)
- Self-concept
- Initiative

APPENDIX B

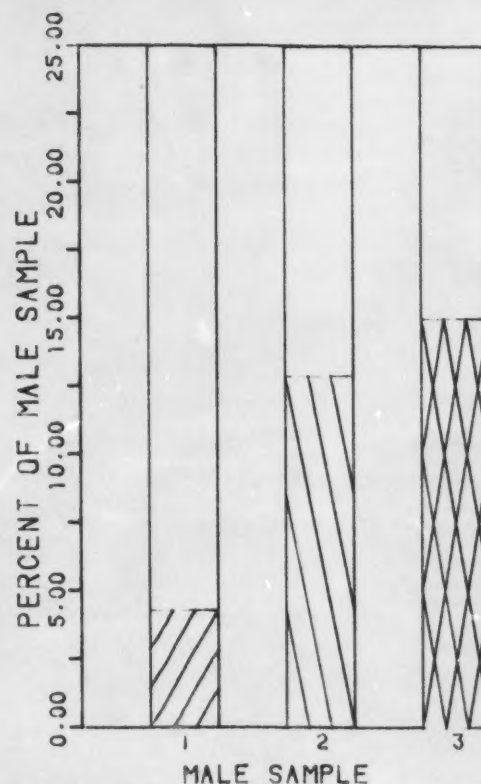
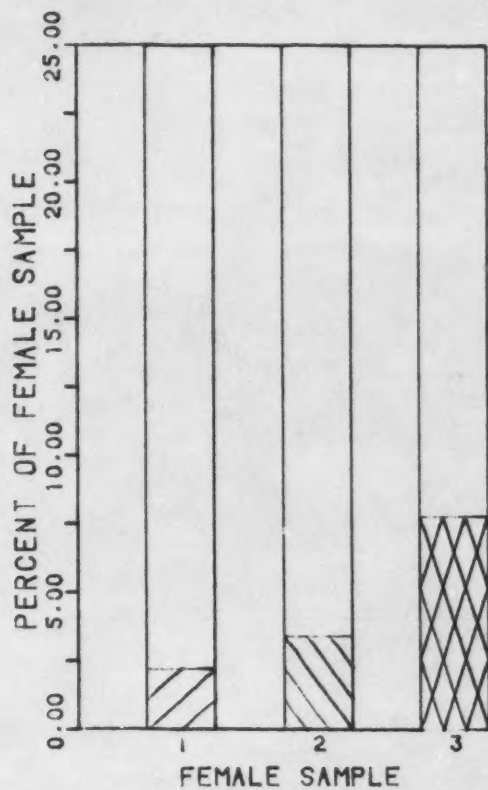


FIGURE 1: ACADEMIC BACKGROUND AS A STRENGTH BY GROUP

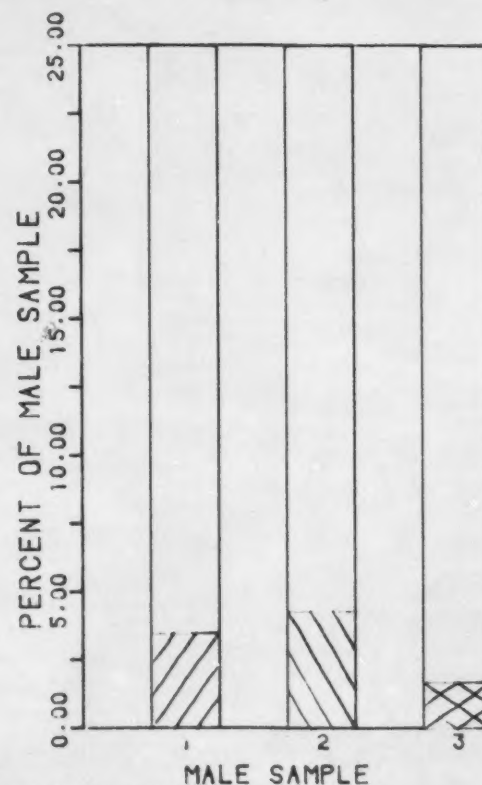


FIGURE 2: ACADEMIC BACKGROUND AS A WEAKNESS BY GROUP

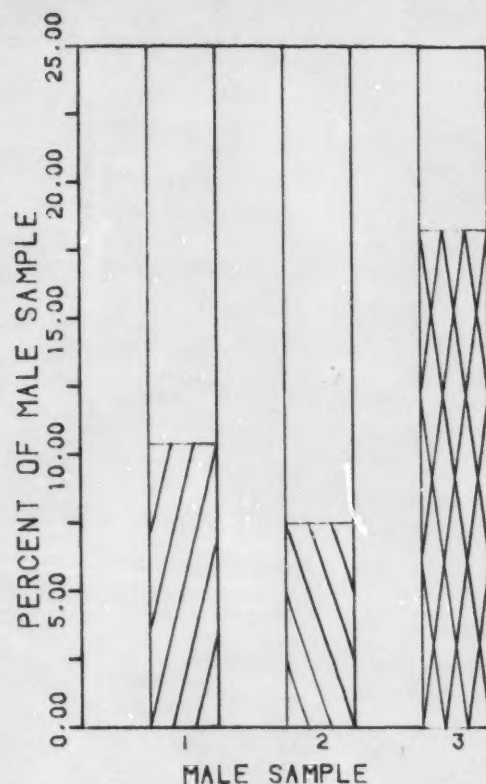
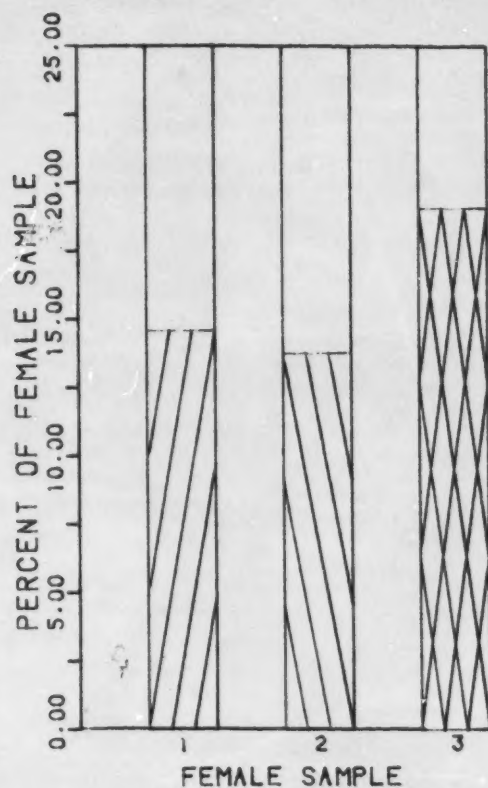


FIGURE 3: PLANNING ABILITY AS A STRENGTH BY GROUP

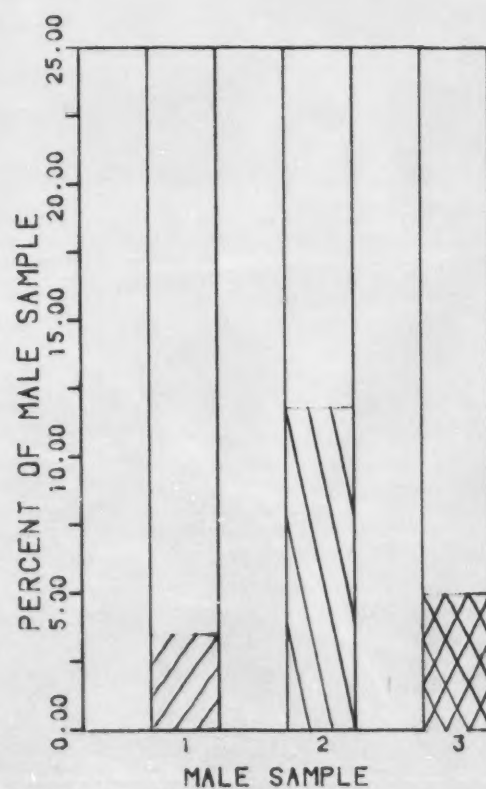
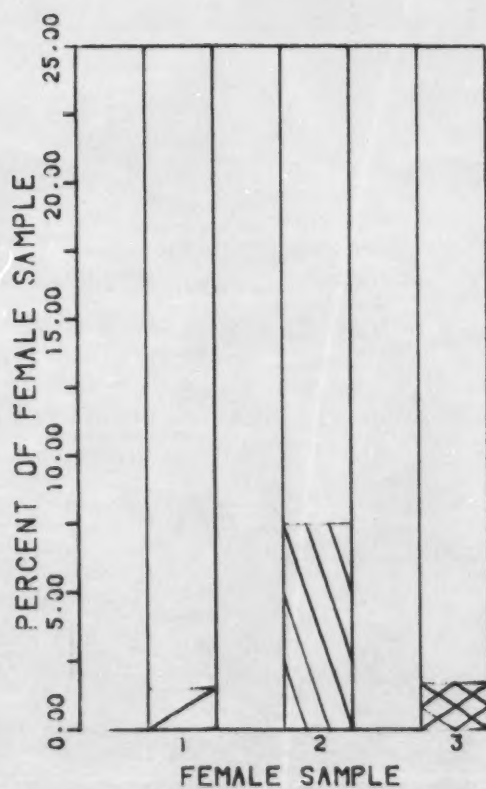


FIGURE 4: PLANNING ABILITY AS A WEAKNESS BY GROUP

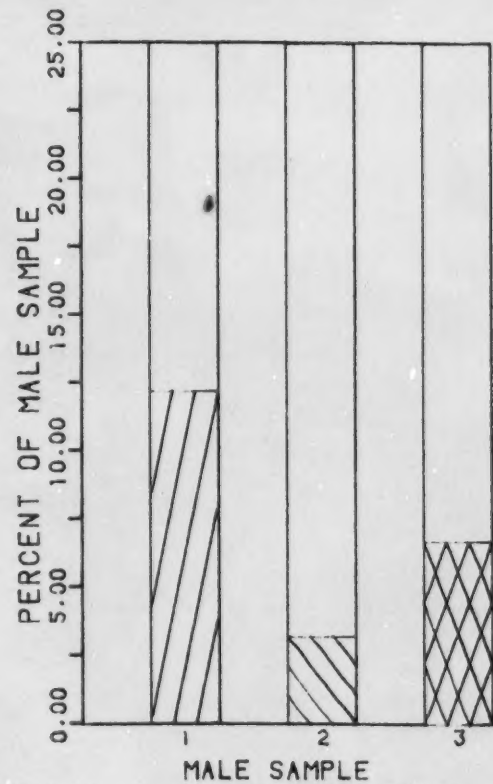
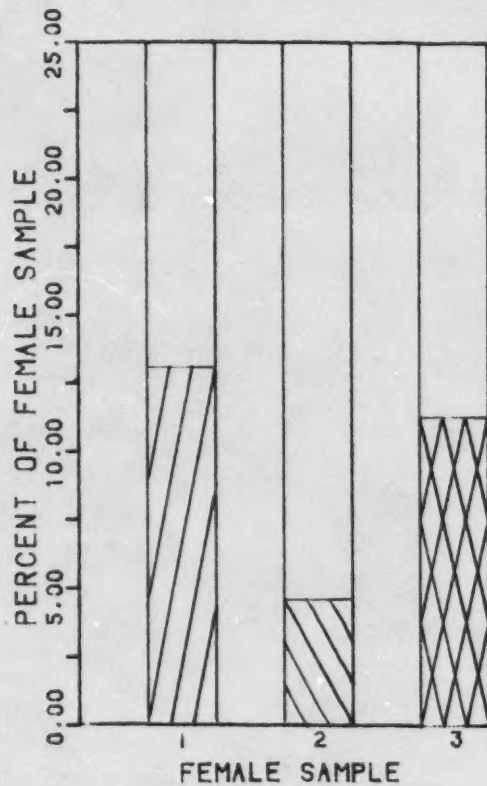


FIGURE 5: CONSISTENCY OF PREPARATION AS A STRENGTH BY GROUP
(WEAKNESSES HAVE VERY LOW FREQUENCIES, I.E., LESS THAN 4%,
AND ARE NOT BEING REPORTED.)

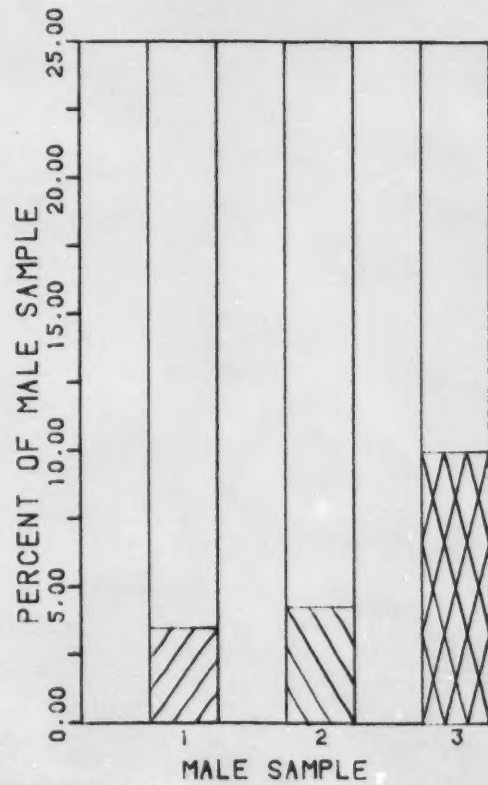
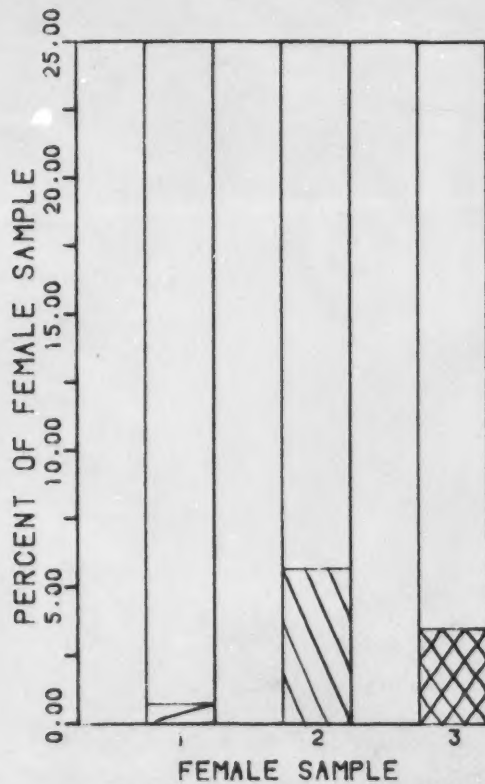


FIGURE 6: CLASSROOM MANNER AS A STRENGTH BY GROUP
(WEAKNESSES HAVE VERY LOW FREQUENCIES, I.E., LESS
THAN 4%, AND ARE NOT BEING REPORTED.)

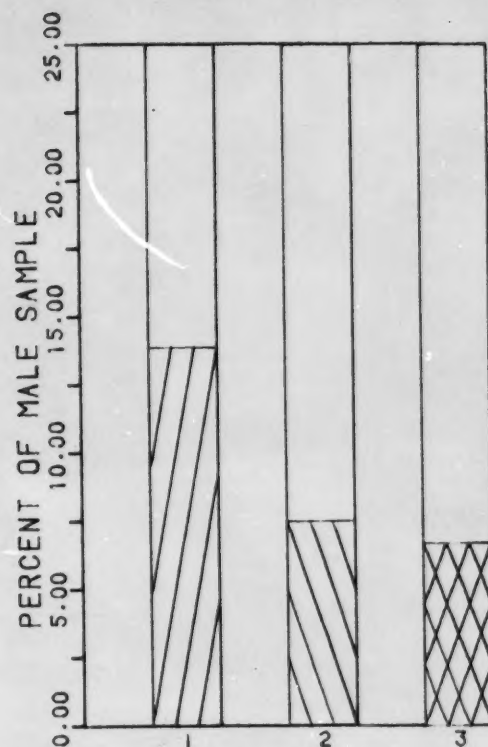
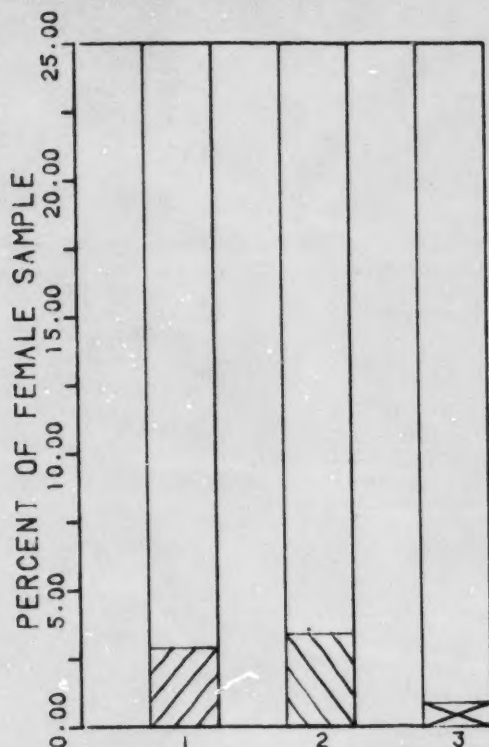


FIGURE 7: ENGLISH USAGE AS A WEAKNESS BY GROUP
(STRENGTHS HAVE VERY LOW FREQUENCIES, I.E., LESS THAN 4%, AND ARE NOT BEING REPORTED.)

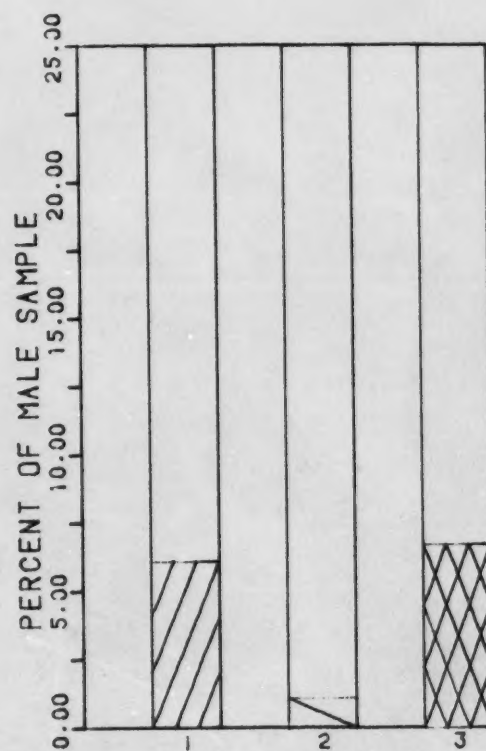
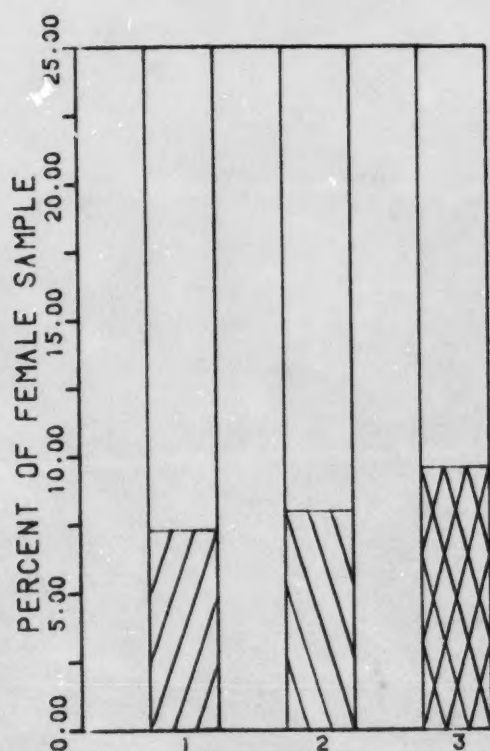


FIGURE 8: VOICE QUALITY AS A WEAKNESS BY GROUP
(STRENGTHS HAVE VERY LOW FREQUENCIES, I.E., LESS THAN 4%, AND ARE NOT BEING REPORTED.)

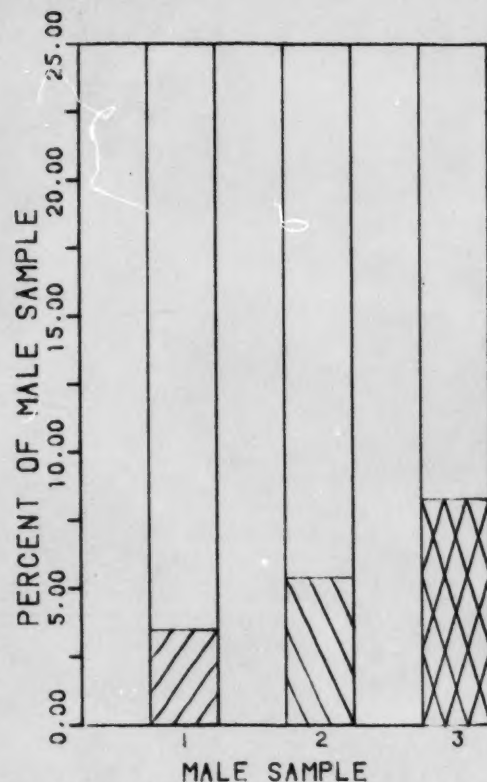
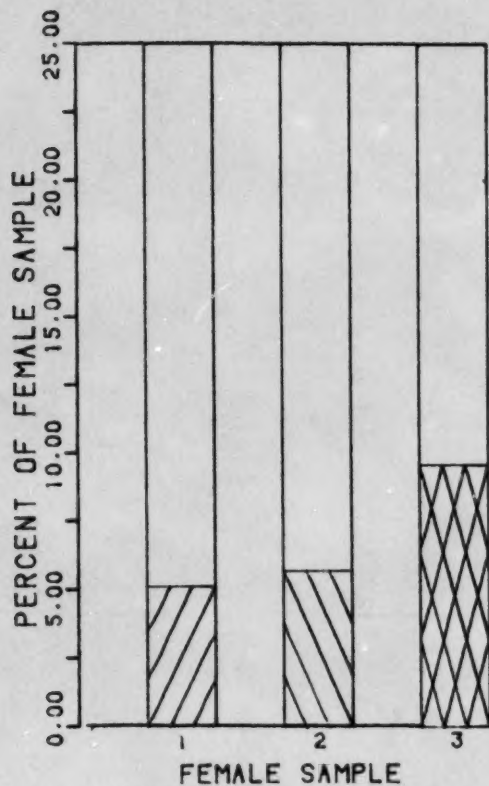


FIGURE 9: ENTHUSIASM AS A STRENGTH BY GROUP

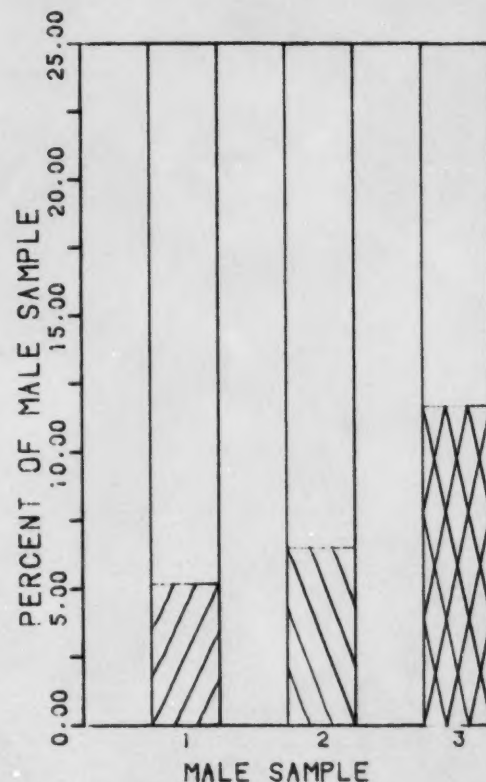
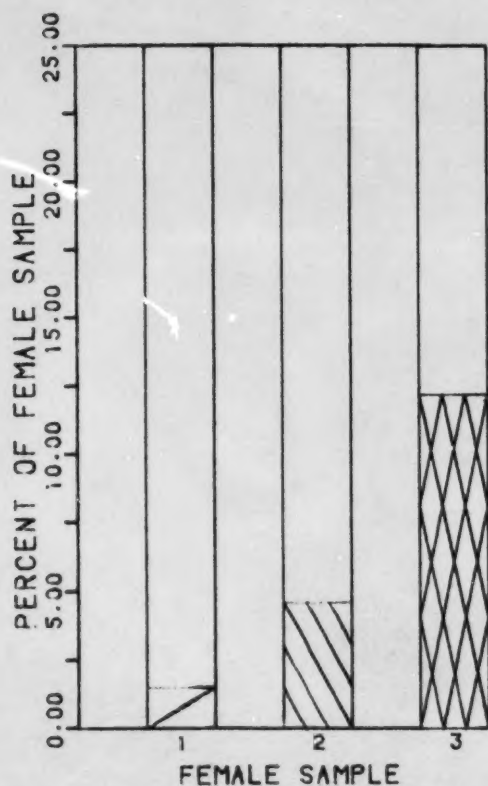


FIGURE 10: ENTHUSIASM AS A WEAKNESS BY GROUP

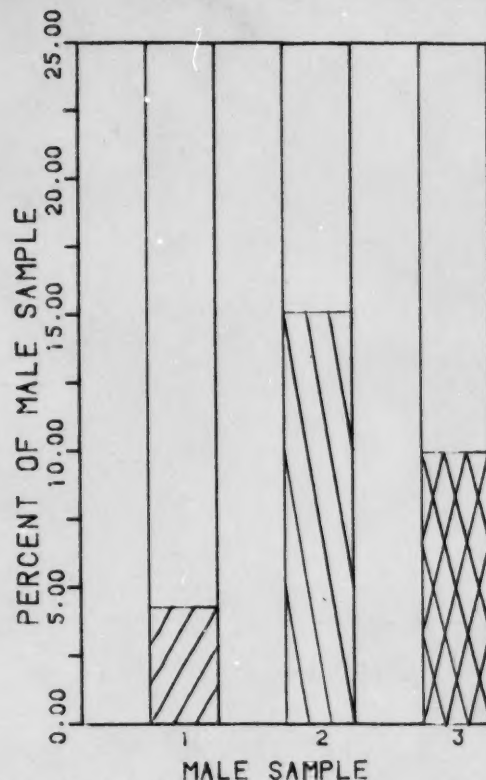
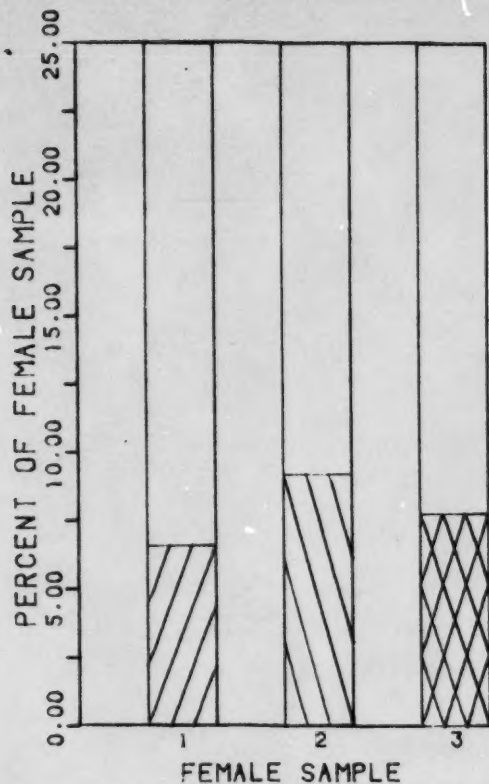


FIGURE 11: EMPATHY FOR PUPILS AS A STRENGTH BY GROUP

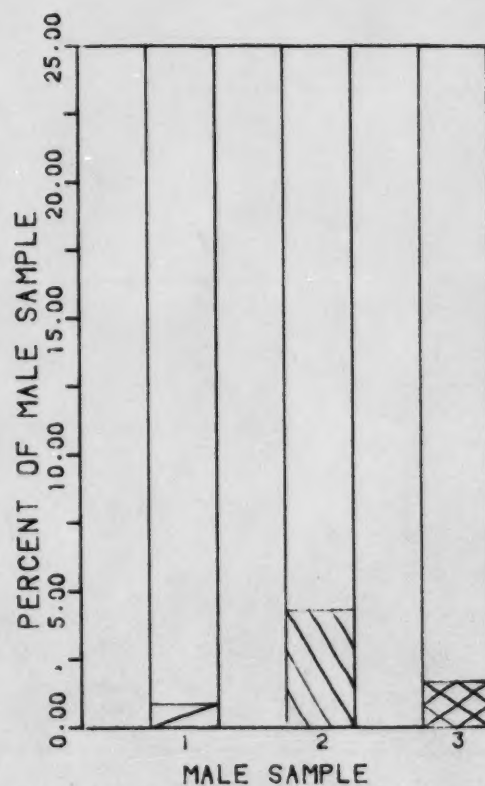
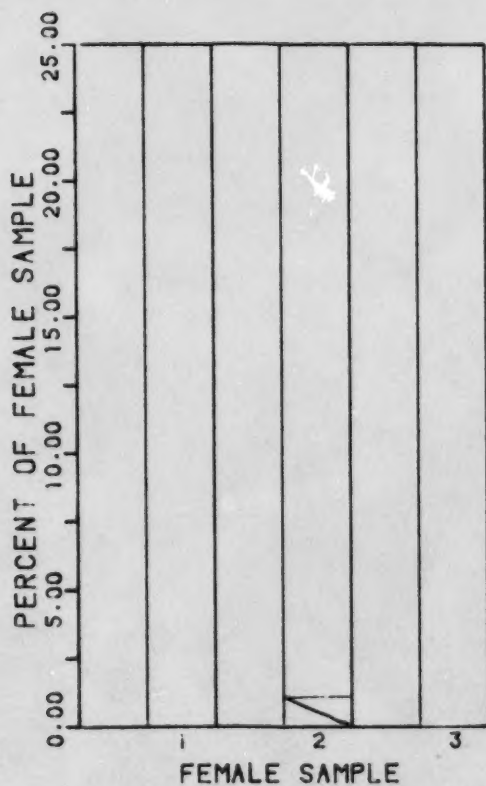


FIGURE 12: EMPATHY FOR PUPILS AS A WEAKNESS BY GROUP

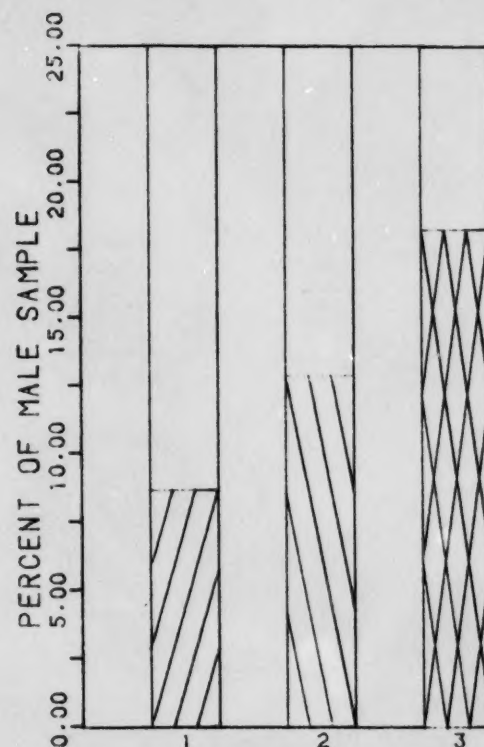
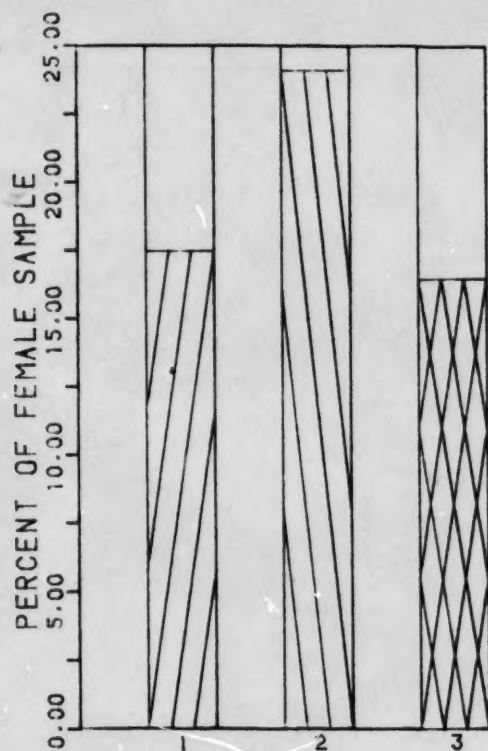


FIGURE 13: SKILL IN QUESTIONING AS A WEAKNESS BY GROUP
(STRENGTHS HAVE VERY LOW FREQUENCIES, I.E. LESS THAN 4%, AND ARE NOT BEING REPORTED.)

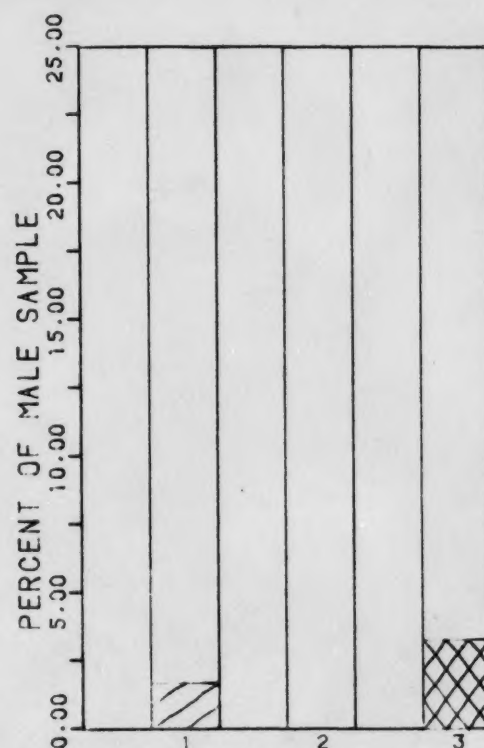
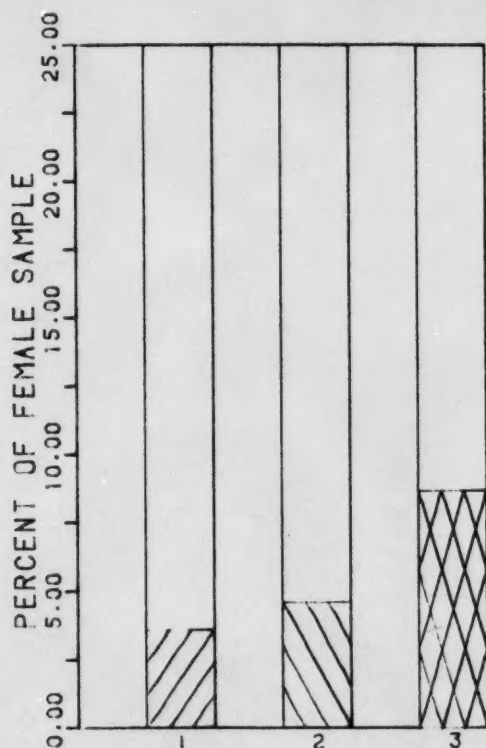


FIGURE 14: PACING OF LESSON AS A WEAKNESS BY GROUP
(STRENGTHS HAVE VERY LOW FREQUENCIES, I.E. LESS THAN 4%, AND ARE NOT BEING REPORTED.)

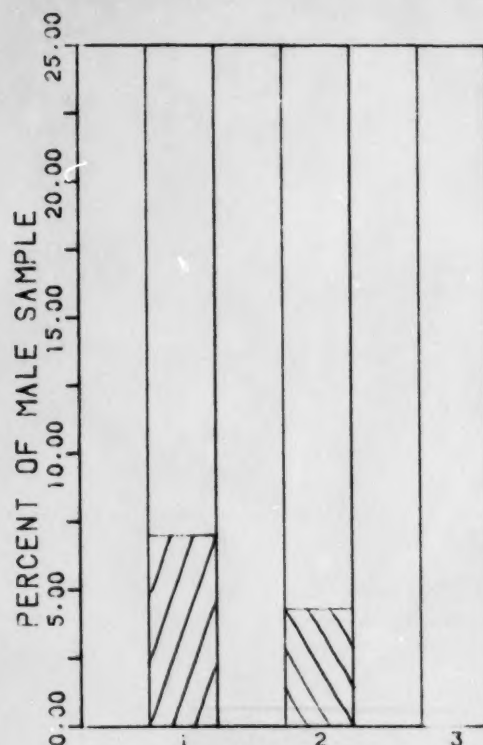
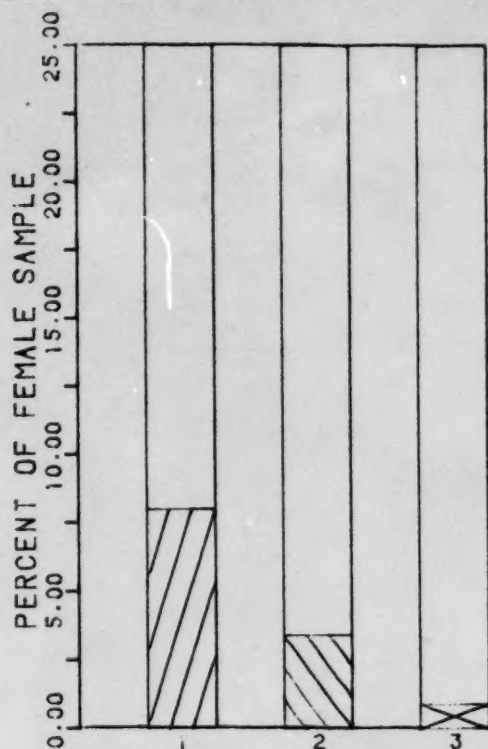


FIGURE 15: CLASSROOM MANAGEMENT AS A WEAKNESS BY GROUP
(STRENGTHS HAVE VERY LOW FREQUENCIES, I.E. LESS THAN 4% AND ARE NOT BEING REPORTED.)

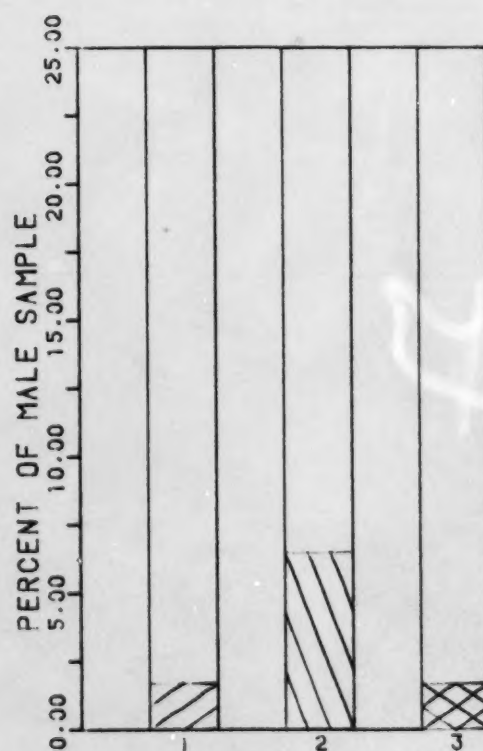
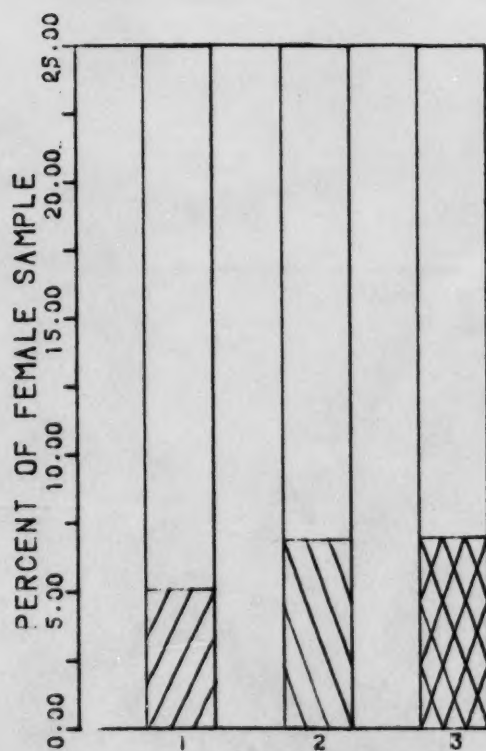


FIGURE 16: CLASSROOM CONTROL AS A WEAKNESS BY GROUP
(STRENGTHS HAVE VERY LOW FREQUENCIES, I.E. LESS THAN 4% AND ARE NOT BEING REPORTED.)

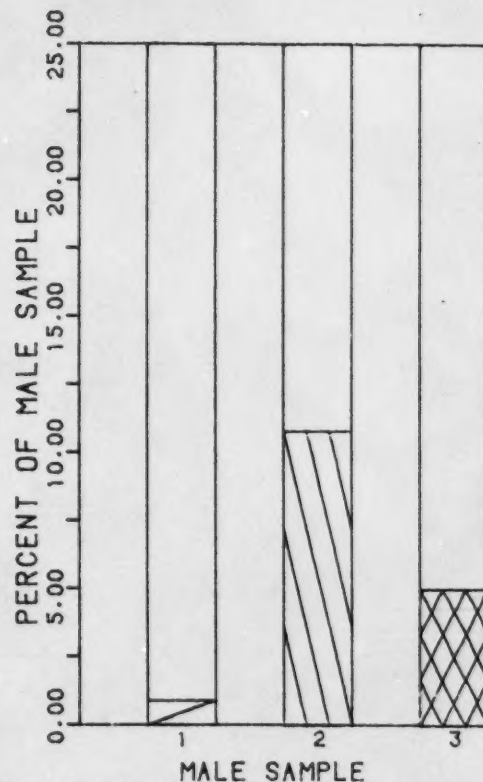
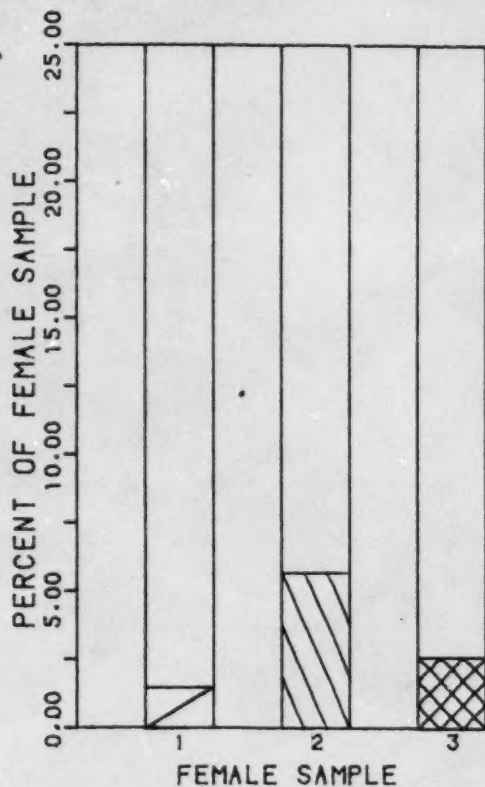


FIGURE 17: VARIETY IN APPROACH TO PRESENTATION AS A WEAKNESS (STRENGTHS HAVE VERY LOW FREQUENCIES, I.E. LESS THAN 4%, AND ARE NOT BEING REPORTED.)

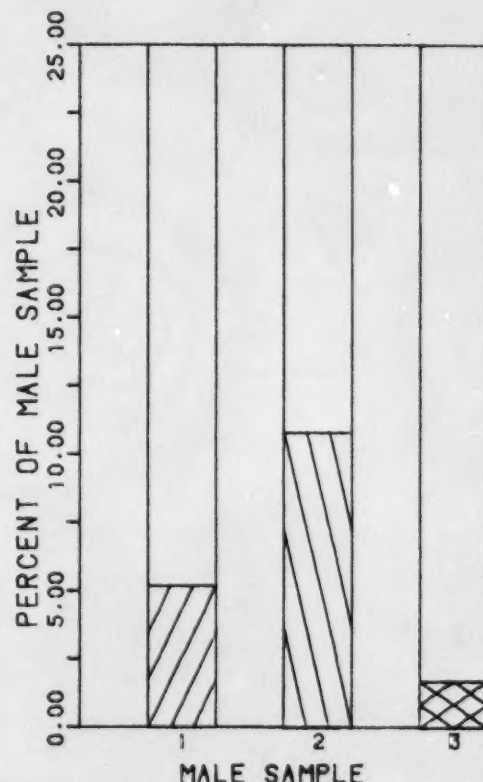
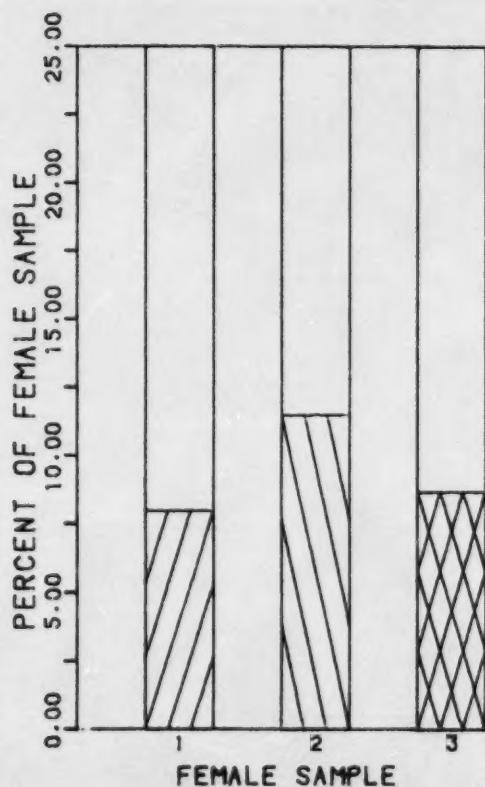


FIGURE 18: WORKING WITH INDIVIDUALS AND SMALL GROUPS AS A STRENGTH (WEAKNESSES HAVE VERY LOW FREQUENCIES, I.E. LESS THAN 4%, AND ARE NOT BEING REPORTED.)

APPENDIX C

Table 5: Student Teacher Attributes Identified as Strengths or Weaknesses by Sample and Sex

	Sample 1*				Sample 2*				Sample 3*			
	Strength		Weakness		Strength		Weakness		Strength		Weakness	
	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M
Academic Background	2.2	4.3	0.0	3.5	3.4	12.9	4.6	4.3	7.8	15.0	6.1	1.7
Planning Ability	14.6	10.4	1.5	3.5	13.8	7.5	8.0	11.8	19.1	18.3	1.7	5.0
Suitability of Lesson Materials and Media	1.5	0.9	0.0	0.0	2.3	2.2	0.7	1.7	5.2	0.0	0.0	3.3
Consistency of Preparation	13.1	12.2	0.7	3.5	4.6	3.2	0.0	2.2	11.3	6.7	0.9	0.0
Effectiveness of Methods	0.0	0.0	0.0	0.9	0.0	1.1	1.1	1.1	0.0	0.0	0.0	0.0
Motivation of Pupils	3.6	1.7	2.2	1.7	0.0	0.0	1.1	0.0	0.9	0.0	2.6	1.7
Leading Discussion	0.0	0.0	3.6	0.9	0.0	2.2	2.3	4.3	0.0	0.0	0.0	0.0
Skill in Questioning	0.0	0.0	17.5	8.7	0.0	0.0	24.1	12.9	0.0	0.0	16.5	18.3
Handling Pupil Responses	0.0	0.9	5.8	1.7	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0
Presenting Information	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.9	3.3	0.0	0.0
Working with Individuals and Small Groups	8.0	5.2	0.0	0.9	11.5	10.8	1.1	0.0	8.7	1.7	0.0	0.0
Variety in Approach to Presentation	2.2	2.6	1.5	0.9	1.1	0.0	5.7	10.8	0.0	0.0	2.6	5.0
Pacing of Lesson	0.0	0.0	3.6	1.7	0.0	0.0	4.6	0.0	0.0	0.0	8.7	3.3
Creativity	2.9	0.9	0.0	0.9	2.3	1.1	3.4	0.0	0.9	0.0	0.0	0.0
Adaptability	0.0	2.6	0.0	0.7	1.1	0.0	0.0	0.0	0.0	0.0	0.9	0.0
Closure	0.0	0.0	2.2	1.7	0.0	0.0	3.4	3.2	0.0	0.0	1.7	1.7
Skill in Evaluating Pupil Learning	0.0	2.6	0.7	0.0	1.1	1.1	1.1	3.2	0.0	0.0	0.9	0.0
Attention to Individual Differences	0.7	2.6	4.4	0.0	1.1	0.0	0.0	1.1	0.9	1.7	1.7	1.7

Table 5: Student Teacher Attributes Identified as Strengths or Weaknesses by Sample and Sex (continued)

	Sample 1*				Sample 2*				Sample 3*			
	Strength		Weakness		Strength		Weakness		Strength		Weakness	
	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M
Classroom Management	1.5	2.6	8.0	7.0	2.3	1.1	3.4	4.3	0.0	0.0	0.9	0.0
Classroom Control	0.0	3.5	5.1	1.7	0.0	0.0	6.9	6.5	0.9	3.3	7.0	1.7
Handling Routines	0.0	0.9	0.0	0.0	0.0	1.1	0.0	0.0	0.9	0.0	0.0	1.7
Giving Directions	0.0	0.0	2.2	2.6	0.0	0.0	3.4	3.2	0.0	1.7	3.5	0.0
Suitability of Physical Arrangement of Classroom	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Personal Appearance	0.0	0.0	0.7	0.0	1.1	0.0	0.0	1.1	0.0	0.0	0.0	0.0
Classroom Manner	0.7	3.5	0.0	0.0	5.7	4.3	2.3	0.0	3.5	10.0	3.5	3.3
Enthusiasm and Vitality	5.1	3.5	1.5	5.2	5.7	5.4	4.6	6.5	9.6	8.3	12.2	11.7
Empathy for Pupils	6.6	4.3	0.0	0.9	9.2	15.1	1.1	4.3	7.8	10.0	0.0	1.7
Sense of Humor	0.0	0.0	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.0	1.7
Voice Quality	0.0	0.0	7.3	6.1	0.0	3.3	8.0	1.1	0.0	0.0	9.6	6.7
English Usage	0.0	0.0	2.9	13.9	0.0	0.0	3.4	7.5	0.0	0.0	0.9	6.7
Self-Concept	0.7	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Initiative	0.7	0.0	0.0	0.9	0.0	2.2	1.1	1.1	0.0	1.7	0.0	1.7
Dependability and Punctuality	1.5	0.0	0.0	0.0	4.6	3.2	0.0	1.1	3.5	1.7	0.0	0.0
Maturity and Judgement	0.7	1.7	0.0	0.0	2.3	1.1	0.0	0.0	0.9	0.0	0.0	0.0
Justifiable Self-Confidence	1.5	1.7	2.9	5.2	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.0
Self-Evaluation	0.7	2.6	0.7	0.0	1.1	0.0	0.0	0.0	0.9	1.7	0.0	1.7
Response to Criticism	6.6	5.2	0.0	0.0	3.4	6.5	1.1	2.2	3.5	3.3	0.0	0.0
Respect and Admiration from Pupils	1.5	0.9	0.0	0.0	1.1	1.1	0.0	2.2	0.0	0.0	0.0	0.0
Interpersonal Relations with School Personnel	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

*Sample 1 N = 137 (F); 115 (M)
Sample 2 N = 87 (F); 93 (M)
Sample 3 N = 115 (F); 60 (M)